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THE
YALE LITERARY MAGAZINE,
CONDUCTED
BY THE
STUDENTS OF YALE COLLEGE.



"Dum mens gratis manet, novem ludeamus YALENESSES
Cantabunt SOBOLES, trahantique PATHES."

OCTOBER, 1861.

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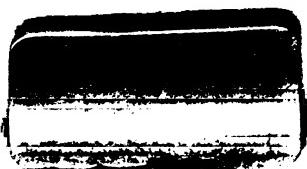
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THE
YALE LITERARY MAGAZINE.

VOL. XXVII.

OCTOBER, 1861.

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EDITORS FOR THE CLASS OF '62.

GEORGE M. BEARD, WILLIAM LAMPSON,
EGERTON HEMENWAY, RICHARD SKINNER,
JOHN P. TAYLOR.

Our Prize System.

THE prize system, which, within the last generation, has impressed itself upon the advancing thought and scholarship of Yale, now stands as a permanent influence of the University. It is a conspicuous feature in the method and outgoings of College life. Although of humble origin, and exposed in its childhood to jealousy, misrepresentation, and wide resistance, yet having undergone the ordeal of a discriminating experience, and being now, in its maturer strength, not isolated from, but co-operating with, other motives that stimulate to activity, it aims to secure the high usefulness and dignity of which it is proved capable by a long line of beneficent results. This has been effected by regarding the system as an educational instrument, as a means in itself to an external and superior end. Without it, false and artificial standards of excellence must inevitably prevail in the College world. The prize system has, therefore, naturally grown to be a power in our intellectual life. We may thus be pardoned for noticing, in a brief and cursory manner, the leading advantages that flow from the feature in its close connection with the aims and interests of Yalensian society.

It may be well, however, previous to this, to glance at some objections urged against the prize-theory, as affecting the student mind and character. We are often told, for example, that the hope of a prize is a motive that degrades, if it does not vitiate mental endeavor. If emu-

lation be deemed a synonym with envy, arrogance, ambition, and a host of kindred passions, at once evil in their nature and their unfoldings, the opponents of the prize system may well condemn the essential baseness of its actuating principle. It is just that such motives as these should be characterized as both debasing and criminal. But the passions just named we claim to be the corrupt fruitage, the distorted excrescence, rather than the normal outgrowth of a genuine rivalry. Such stunted and unnatural growths must be referred, *mainly at least*, to the student himself. The whole spirit and tendency of the prize system looks toward another and a far different result. The fact of the naturalness and universality of the wish to excel, and of the heightened energy of this craving in proportion to the higher intelligence of the national and individual mind, amply attests the laudability and healthfulness of a properly restrained emulation.

The motive at the foundation of nearly all the effort in life is the same love of excellence—a state, which, to be attained, as its meaning and etymology alike declare, must involve and enjoin the surpassing of others. The passion to improve and so outstrip our fellows in the world's great race, is no less essential and vitalizing than the air itself. We feel, and feel truly, that it has been implanted in us by a beneficent Creator, and is subject to His tempering and benignant sway. Provided it be held under rigid control it is a healthful principle of our nature. Emulation not seldom coexists with love of study for its own sake, and then it quickens and invigorates all scholarly endeavor. Nor does this spirit, as many assert, breed jealousy and selfishness. Its whole aim and out-look is toward a thorough appreciation of rival merit. The truest friends are often the most eager competitors in the lists of manly effort. Moreover, the admiration of the beaten contestant for his rival, is only deepened and intensified by the fresh evidence of his attainments and genius. He respected his friend's abilities before; he honors and venerates them now. It is only to a feeble and sordid intellect, that a rival's triumph brings envy and distrust. As the first regret at personal inferiority or rising spleen at an unanticipated failure passes away, it gives place to cordial sympathy with a friend's success, all the manlier and more reliable, that it has passed the ordeal of a bitter disappointment. But still we are confronted by the objection, that our system affects those most deeply, who need its incentives the least. This may contain an inkling of the truth, but its tone is eminently unjust. Are we furnishing the scholar with a needless, and therefore an inexpedient and unhealthy stimulus to exertion, because we superadd to his thirst for knowledge, in its purest form, the love of its rewards and amenities?

By no means. As the talented author looks forward, with exulting expectancy, to the wealth and honors together with the self-discipline and acquisition, which his elaborate works shall confer, and prizes them all as the results of earnest toil, so the liberal student is thrilled to yet keener research and more self-denying application, by the humbler prize, which crowns his manliness along with a noble and refining scholarship. The complacency, which springs from such success, is far different from vanity or pride. The stimulus of a reward *is needed* to induce, not a feverish, but a tireless and productive activity—an activity accomplishing more than it could otherwise hope for, and all the time pressing steadily on toward a lofty standard of attainment. The earnest scholar will labor then with brighter and more practical intuitions, will impress the indolent even with a sense of shame, and beautify the brightening range of a once feeble purpose and character. He will awaken in the thoughtless a new devotion to study, and gradually excite that due appreciation of its advantages, and that wonder in its aims and compass, that animate the true student from the first. The prize system becomes more effective, that it has quickened the purer scholarship before stimulating that which was defective. From such a stock time only is necessary to ensure the ripest fruits.

But it may be claimed that our system does not offer the *highest* motives to study. To this we may, perhaps, assent in part. But it is not always best nor expedient to present motives, that are abstractly the purest, to a collection of growing minds. It would be absurd to rely upon the love of study in its essence, or the sense of Christian duty, to stimulate a school of children to close activity. They must first be impelled to effort by simpler and more puerile inducements. Hence, these same incentives are really superior, in tone and tendency, to those absolutely higher. The noblest motives can operate to advantage only upon the mature and cultured mind. A considerable degree of self training must prepare the way for their intellectual reception. The stringent regulations of the academy, and the personal authority of its preceptor *are needed*, and serve a rightful purpose in a humble sphere of discipline. But to transfer to the College curriculum similar incentives to duty would be preposterous. So, to make a purely religious motive the sole stimulus to Yalensis effort among men of varied prejudices, creeds and attainments, would be palpably impolitic. Were the University composed of matured Christians alone, the experiment might prove more successful. With compara-

tively young and *forming* intellects, it is better to allure than to command or to drive to effort. Hence a system, excellent in itself, and healthy in its results, presents a stimulus to Yalensian study, as high as young men at that stage in their education can be expected universally to appreciate. If not the *purest*, it is certainly a superior and beneficent motor. Though an imperfect incentive by nature, its adaptation to a desired result exalts it above one intrinsically nobler.

We may now turn to our proper theme, and, discarding all further objections to the system itself, consider the distinctive benefits to which it gives rise in the mind of Yale. We note at once its power to call out mental *toil*. An outgrowth so obvious, yet so valuable, must challenge respect. From the trivial rewards and mimic honors of early childhood, to the end of life, the prize system, when duly curbed, promotes eager, continuous, liberalizing toil. The mind is *impelled* to the most diligent and the most discriminating processes of which it is capable, by an educating and imperial power.

In the reputation and enlarged esteem, which follow a successful prize contest, an efficient motive to labor appears. This induces, even in the idle, a degree of diligence which the joy of material and moral victory deepens and consolidates. The hope of excelling one's peers in intellectual vigor, is blended with that of passing an imagined superior, and so uplifting oneself to a higher position in usefulness and influence. As labor grows inviting and grateful, under the same fostering sway, it also is seen to assume a new scope and dignity. Rivalry has come to reach and vitalize all mental endeavor. The more tangible and immediate gain enforces labor, as a viewless good in the distance could not; so that the less abiding result prepares and exalts the mind for one that is grander. While, too, the consciousness that a common aim is enlisting all competitors, spurs each to increased and closer toil, a secret self-distrust, that has its source in the ability of his rival, nerves him to yet more unflagging industry. It is not one only, but many, that must be satisfied, and this evokes the utmost energy of his intellect. All the while the student is gaining higher *self-discipline*. This indeed is as well the natural outgrowth of his mental application as the acquired necessity in his prosperous struggles after excellence. The exertion that accompanies each contest in the past, and the requirements of every fresh encounter in this intellectual life, alike confer sound and scholarly discipline. A new trial is a new stimulus to mental vigor. As the student measures himself, in candid scrutiny, face to face with a rival, he feels his judgment clearer and his self-reliance deeper for the intellectual task. His finest capacities

are absorbed and concentrated to effect the desired end. Constant and generous strife has unfolded their most skillful and advantageous use. Yet he is prepared for reverses and defeat by a disciplined courage, and his active mind, taught by the lessons of the prize system to repress selfish longings and envious aspiration, subordinates all else to the purpose and moral of an unwelcome defeat. This calm, self-centered, unyielding discipline of the mind and heart, is a noble fruit of a cultivated nature. It may well precede and foster *symmetry* in taste and intellect. The departments of emulous labor are at once so varied and so remunerating to the genuine student that they open to lawful ambition a complete and liberalizing career. They ensure the vigorous intellect a *harmonious* culture. The prize system promotes versatility, if it be based on solid acquirements, and rewards original thought, provided it be curbed and spiritualized by a refined taste. It shows the truest success, in a literary sphere, to be attainable only by a diverse and symmetrical education. Thus symmetry is encouraged and necessitated in scholarly learning and acquisition. As unbalanced strength is impotent to achieve its object, the prize theory couples it with grace and polish. The rewards of study held out here make acquisition the helpmate of impartment. They refine and etherealize the stronger operations of genius. The reading, that is thus grounded in student culture, is adapted to mould the sensibilities aright, to cultivate a nice discernment, and to secure a delicate and sympathetic appreciation of an author's aim and principles. Such a scholar has his every thought and purpose harmonized into agreement with a true principle of action. His whole culture and character have put on a mantle of symmetry. But this proportionate training by no means impairs his intellectual *strength*. This has been cultivated from the first, and while hardened by toil and discipline, derives its highest life from symmetry. The sturdy power to think soundly and ably upon an appointed theme—to work accurately and easily upon a complicated task—to talk forcibly and elegantly upon an unexpected topic of debate, flows directly from the surroundings and tendency of the system before us. Here the dormant mind flashes out into sharp vigor and elastic keenness. Arduous tasks inure it to toil, competition imparts to its workings robustness and promptitude, while the hopeful wish to triumph in the end, rouses an enduring power to meet and overthrow all obstacles. It is when thus tested, that the student intellect discloses, in its manful struggles, an unsuspected and controlling strength. The motive to mental exertion is enough to facilitate the severest processes, and endear the darkest explorations. Out

of the fiery trial his mind comes purified, bearing with it, as the proof of conscious power, a rugged, athletic discipline. In the *attainments* essential to success in scholarly competitions—in the observation and thought sure to be imposed by all emulous encounters—in the social refinement promoted by the genial comity of student emulation—and in the respect and influence attending success in all prize-issues, we see the elements of an earnest dominant *force* in culture and character. As the system widens its influence, it must impress upon the student mind more deeply even than now, that feature of quiet, undaunted, persevering strength in thought and action. It will give to the whole intellect a masculine, hardy robustness. Nor does the power of prizes to educate the thinking student stop even here. It manifests itself once more in the grand *development* of a cultivated mind. The intrinsic capacity and reach of an intellect trained in this method and atmosphere, is nobler in every aspect, while the feeble effort and discouraged application of a student without this expanding stimulus, will accomplish only meagre and unsatisfying results in brain-culture. It is wonderful to watch the rapid mental development of that scholar who has subjected his every power to the prolonged tension of emulous conflict. The zealous and productive exploration, the rigid and protracted exercise of the various intellectual faculties, which the ardor of preparation elicits and commands, only as they are more lasting, are superior in value to that eager, nervous energy and that sharp sense of conscious strength, to that quick perception and discernment and that assured skill and composure on the part of the scholar in the use of his most vigorous and original powers, which the expectant strain and peculiar stimulus of the contest evoke, effecting, not unfrequently, marvellous advances in mental development and mental activity. The rivalry of student with student and class with class is sowing seed for a harvest of ripe after-growths. It is storing in the thoughtful competitor material for reflection and enlightenment—it is leading broad and generous activities into a symmetrical culture—it is working into practical service every mental possibility, while nurturing an uniform mental growth—it will ultimately confer upon the maturer thought and purpose of student-life a rare degree of usefulness and dignity. Each competitive success will lend new ardor to the pursuit of a high triumph. Unknown capacities will be disclosed and unconscious energies called into being by its exhaustive demands. Under the distinctive and benignant sway of the prize system, the student will feel his perceptions quickened, his retentiveness enlarged, his tastes purified, his imagination curbed, his sympathies ennobled,

his intercourse unmarred by jealous fancies, his self-mastery and self-possession confirmed and vitalized. His inner nature will have expanded into a condition of liberal and vigorous refinement. The prize system will have stimulated in him permanent intellectual growths. Nor does it affect the mode alone and results of study. It will extend its influence to the *range* of scholarship among us. As the feature becomes older and more perfect, it must tend to promote zeal in extraneous study. Collateral authors will grow as familiar to the aspiring scholar as those whom he now looks upon as the sole poets and historians of antiquity. Yale can boast then a varied, no less than a thorough culture. As a natural unfolding of this enthusiasm for study, we shall find the standard of scholarship elevated. Indeed, such has already been the effect of the prize system upon the mind of the University. Rivalry operating upon talented devotion to learning, pushes forward and upward the various contestants who, amid all their genial encounters, are pressing toward a single and an ever-loftier prize. Broader and more discerning scholarship cannot fail to flow from such a system. By fostering so rare a culture, the prize system necessitates for Yalensian learning a higher and wider influence. It awakens reverence, at home and abroad, for the profoundness and elegance of the scholarship here attained. Reacting on the student mind, it impels to closer study and more devoted application. While the influence of our scholarship is thus widened, its tone and province are enlarged. A purer and a more characteristic culture will be seen to result. The entire temper of Yalensian study will be transformed, and its sphere assume a nobler attitude. The motive and reach of all learning among us are thus to be illumined, as the beauty and accuracy of scholarship lend to Yale a grander discipline, and an intenser literary life. We are prepared then to realize the full benignity of a system, which, with all its influences of disciplined strength and graceful symmetry, has culminated at last to form the ground-work of an earnest culture, a profound and massive scholarship.

J. P. T.

Boating.

The design of this article is to make a few practical suggestions contemplating a more regulated system of racing in the Yale Navy, and mainly prompted by the unsatisfactory issue of last term's train-

ing. At the outset, it must be assumed as yielded that an healthful pervading interest in boating is promotive of a sound physical culture in College ; to establish the necessity of such a discipline among us as Students, needs no expanded demonstration. Experience has signally shown that the interest in boating throughout all classes has ever been proportionate to the zeal and enthusiasm exhibited in the *races* of the year. The new organization, under whose sole control the navy is soon to be placed, is better calculated, even than the system it supersedes, to afford encouragement to this stirring branch of our naval practice. For in former years the complaint has been justly entered that, since each club rarely owned more than one boat during the first year of its existence, and the well-nigh exclusive use of this was secured by the race crew, mere pleasure seekers, in reality fitter subjects for improvement than the men of muscle, were deprived of the healthful exercise to obtain which they had become members of the association. Under the new arrangement, however, each club commands, or promises soon to command, a supply of barges and shells adequate to meet the wants of either class of boatmen, and the complaint loses all pertinency.

During last term there was certainly manifested a wide enthusiasm in the practice of boating. On each Wednesday and Saturday afternoon, goodly numbers from the permanent clubs of College might have been seen gathered in or near the boat-house, eager to make trial of old Neptune in barge or shell. That this show of interest was in large measure due to the prospective race then deemed certain, and to the solicitude of each club for the crew training to represent their corporate ability, must have been patent to the most casual observer. Yet the summer months wore away, and the buoy was not turned by a single College craft in a race. Why ? Not certainly because there is anything in the new system, as it is now regulated, that looks with disfavor or indifference on the custom of racing ; not because there was a lack of well-trained crews who could pull strongly over the course ; not because the desire for the championship was flagging ; but, as far as can be ascertained, because by some strange though not *unheard of fatality* each crew was disappointed in not retaining among its number one or two desirable men. The plea might be received, but, as far as our memory serves, this is a complaint chronic with every crew formed in College during the past three years. How then does it happen, one might inquire, that former crews in spite of this malady have entered and rowed through races ; while those of last term accomplished nothing ? The answer is found

in the fact that the *time* in previous years for the College Regatta, and the Fourth of July prize contests, about which centered most of our interest in racing, was unalterably fixed. No indefinite postponement of the day, so common where a challenge is necessary, was possible, and all minor difficulties vanished before this stubborn fact. If this answer is a correct one, it renders evident a defect in the present system to which is clearly traceable the failure of last term, and also suggests a sure preventive against any similar disappointment in the future. There should be established a more authoritative and definite ordering of the *time* of our summer race. Each individual then who proposed joining one of the crews, would form his plans and arrangements with an *intelligent* reference to the day appointed; the end would be held as clearly in mind as the beginning of his time of service. The result of this would be a sensible diminution of the practical embarrassments and hindrances now inseparable from that state of expectant doubt which always attends the giving or acceptance of a challenge. The *imperative* demand there is for some such reform can be understood only by estimating rightly the potent influence of racing in the support and efficiency of the Yale Navy. It is hardly conjectural that an enthusiasm similar to that of last year can be again awakened on so small a capital. There must exist some surer guarantee of its object being realized, for we have no other like source of interest. The College Regatta, by decree of the Faculty, will no longer engage the entire attention of six muscular devotees to the oar and gymnasium; the Fourth of July will not in future yield us prize money for new shells; and as a consequence, racing can be encouraged solely by fostering a competitive spirit *within* the College walls. Let us hope that it will be more healthful in its action, and more fertile in good results than that kindred sentiment which brought us as Yalies to a contest on the broader arena of national championship.

The inauguration of some such reform would also be strictly *consonant* with that *spirit* which has been the spring of recent changes in our boating practice. In the place of a navy formed on an irregular volunteer system, inadequate to the demands of its individual members, and insufficient for the accomplishment of satisfactory results by united action, another has been constructed on a basis contemplating permanency as well as existence, meeting equally the wants of all classes of boating characters, and efficient for organized effort in any proposed undertaking. A well-regulated order has thus superseded what faintly resembled a chaotic mass of elements in one branch of our naval system, and it seems but natural that a similar movement

should be prosecuted in another department no less important, as it is no less defective.

If it has been satisfactorily shown that this change is desirable and imperative, the *details* of its working are easy of conception. The *time* of the contest would be chosen more appropriately with a reference to the College than the national festivals, and in this persuasion some afternoon in Presentation week seems preferable to the Fourth of July. Such a selection is approved by a number of practical considerations. The tide will serve more conveniently within the limit of a week than of a day. Again, six weeks of training are amply sufficient for the least practiced crew, while a longer probation is pronounced, by all who have experienced it, wearingly tedious. It is besides cooler and healthier for a crew to select this period from the earlier rather than the later days of the term. Possibly the practicability of having the race on an afternoon when a recitation must be prepared, might be doubted: this question, however, was settled two years ago last summer, when just such a contest took place. But the paramount advantage of this arrangement will plainly consist in the mere fact, that the race occurs in Presentation week. The gathering in front of the Pavilion will be selected as well as more numerous, the incentive to precise drill, varied, uniform, thorough discipline and hard-pulling, for reasons evident will be strengthened, and the occasion would add one more interesting feature to that emphatically College week of the year, while it might in large measure fill the place left so void by the discontinuance of the Annual Regatta. I have refrained from a notice of the Fall race which may soon occur; not to ignore its existence or importance, but rather recognizing the fact that it is dependent for support on the character of the contest in the previous Summer, and is a mere outgrowth of the interest therein excited.

Mention has been made of the championship, but with a careful abstinence from all allusion to the Champion *Flag*, the existence of such a banner in the navy being merely an ancient myth, suggestive to the boating community of remote emblematic memories, and to Freshmen of a certain awe-inspiring reverence for the privileged winners of a standard so time-honored and glorious. Under the old system where the number of clubs was large, that of boats and members small, a *single* flag seemed all that was needed to summon to a vigorous exercise the energy and muscle dormant in the navy. The present arrangement, on the other hand, requires but three clubs, each of these having a number of boats and material among its members ample for the formation of two crews. This state of matters seems

to demand the offering of a second prize, or a Champion Flag *for barges*. The main design of such an appointment would of course be frustrated, were any of the oarsmen in a shell allowed on the day of the race to transfer themselves to the other boat of their club ; and the exclusion of these should be provided for by special regulation.

The embodiment of some such plan, as has been very crudely and imperfectly outlined, in a practical form, would be *fruitful in results*, favorable to the cause of physical culture in College. Many will recall the eager interest of two summers ago, when but three race-crews were under training regimen, and the numbers who were turned to the gymnasium by the spectacle therein presented of the process of muscular development. Double the number of crews, as this plan suggests ; let a wide and generous emulation be awakened by the fact that no six or even eighteen men may enjoy a monopoly of the racing in College, and who shall rightly guage the healthful benefit to all classes thence resultant. The immediate and direct influence for good is not limited to the oarsmen, for many an unsuccessful aspirant to the honor of representing his club in a race will be the sure, it may be reluctant, recipient of bodily profit. Indirectly, also, a much larger class will be reached ; and as the sinking stone ruffles widely the still surface it has just left, so these thirty-six men of muscle will generate on the over quiet surface of College life, ever widening circles of influence, and perchance at last stir even the remote stagnating pools of dyspeptic scholarship.

There is yet another lesson with which the suggestive experience of last term is laden, and whose teachings can scarce be neglected. Of the shell race-boats belonging to the permanent clubs of the navy, the heaviest was swamped on a day of no unusually stormy character. When every year witnessed a contest with Harvard on some quiet lake or river, boats as light and crank as possible were appropriate, and the inconveniences attendant on their use were willingly submitted to. But now that our racing is to be confined to this often white-capped harbor, the purchase of crafts better adapted to weather its varied and stormy phases would seem both sensible and necessary. Decisive races have occurred among us at times when the waves were much more boisterous than those among which the Glyuna met so pitiful an experience, and there are yet in the navy shells long-tested and never found wanting on the day of trial. It may be matter for reasonable difference of opinion, but we would venture the statement, that of all the crafts now in possession of the navy, the Atalanta is the finest type of a light race-boat in every way suited for practice

in New Haven *harbor*, for we do not race on the river. There are unfortunately too many crank shells lying in the boat-house to justify expectation of a very speedy reform in this particular, but it is surely matter for earnest hope that no further capital will be invested in property so needlessly unsafe.

We would, however, be far from indulging altogether in a disparaging strain of remark, for it is our belief that those in any way interested in the prosperity of the Yale Navy, have ample ground for congratulation and cheerful hope in the view of its present condition. There has entered into it, of late, an element which imparts a certain body and stability to the organization, unknown till now. Its most labored efforts can no longer be called forth by an excitement originating in what is *external* to College and in large measure independent of it, but must in future be roused by causes that have their existence in the *system* of *boating* itself, and which will fail only when this ceases to live. It is thus that our navy promises to become, in the place of a prominent feature, a rooted *institution* of the University, growing with its growth, and behind these wooden walls we may trust will be safely sheltered the best interests of whatever shall promote a sound physical discipline in College.

By the Sea.

One tender twilight, as I strolled
By the white shore of a sea,
I met a kind old man, who told
This story unto me.

Forty years have gone with a whirl,
Since I stood by the moon-flecked sea,
And said good-bye to a pure bright girl,
Who echoed it softly to me.

The ocean lay tremulous, breathless, and vast,
The moon silvered cottage and tree,
When a cloud floated o'er it, whose shadows passed
Darkly the face of the sea.

Faltered her heaven-blue eyes, and her hand
 Lingered and trembled in mine;
 We parted—she for the home-blessed land,
 I for the dangerous brine.

I sailed on that tranquil, perfect night;
 The land shrank away in the air,
 And I saw on the shore fair Alice in white,
 Like a clear gem glistening there.

Three winters in chilling garments crept
 Over the pulsing sea,
 I saw where the tropic simoon swept
 In its wild path, chainless and free.

I visited far off mountains that rose
 In majesty out of the sea,
 And rivers that flow where the orange grows,—
 All the wonders of land and lea.

I returned, it was Spring's glad blossoming hour,
 The bloom of Summer was nigh,
 But I found that my too precious flower
 Had blossomed in the sky.

I remembered the sacred farewell sigh,
 By the unfurrowed ocean so free,
 And the strange cloud-shadow that darkly crept by,
 Like a death-dream over the sea.

Long, sad years passed, but they brought nevermore,
 Where the light wave kisses the pearl,
 The clear, calm lights that shone before,
 'Neath the brow of the sainted girl.

Yet heaven is nearer that she is there,
 And my soul's strong wish soars free,
 To that dear resting-home of prayer,—
 O! God, thou art kind unto me.

Still as often I stroll on this charmed strand,
 When the zephyrs sigh as in fear,
 I start at the clasp of an Angel hand,
 And a sweet voice touches my ear.

Thank Heaven, that in a sad, bright land,
 No heart is left alone,
 But each may wander, hand in hand
 With some joy all its own.

College favor—Rules for Winning it.

UNDER this head we propose to give a word or two of advice, to any who may feel desirous of learning the views of a fellow-student, in regard to the nature and importance of Popularity in College, and, more particularly, we propose to lay down a few rules and maxims that all must follow, who seek to gain it. These rules, moreover, are not artificially constructed, but are simply the results of personal observation and experience, during the three years we have spent in Yale, and as such we would have them regarded by our readers. We cannot expect that our own classmates, or any whose reputation and College position is fully established, will derive any practical benefit from anything we can say, but those just entering, or who have been but a short time here, may perhaps gain some hints and suggestions that, in their future course, may be invaluable.

And first, let it be premised that Popularity in College, as the term is usually understood, is the great desideratum for which every one among us should strive, at whatever sacrifice. For, is it not a fact, that life here is a forerunner and type of active life hereafter? Is it not a familiar axiom, that the world never reverses the decision of College? When the youthful aspirant steps forth from the Commencement stage, does not his popularity or unpopularity go forth with him to curse or bless him forever? Can the hated Collegian become a beloved citizen? Was any instance ever known of a stone that students rejected ever being made the head of the corner in the world's great temple? Is it not always the first question asked in regard to a laureled alumnus, what was his reputation in College, was he a favorite man there? If so, the world will crown him with still brighter laurels; if not, it cries unclean, away from us. The brightest genius, the highest culture, the most winning address—all avail but little, if the demon of College hate ever throws a black shadow across your path.

We will suppose, now, that you are thoroughly convinced in your own mind of the supreme importance of gaining universal, unqualified favor among your fellow-students, at whatever cost or sacrifice. But, before proceeding to lay down our rules for gaining this, we will warn you against a few errors of doctrine, that are apt to be very early instilled into the minds of youth in civilized countries, and more partic-

ularly in the domain of Puritanism. We speak of these at first, because we feel that many of them are wide-spread among the youth of our land. In fact, very few come to College direct from country homes, who are not more or less poisoned with these heresies; but they must be thoroughly eradicated from your moral life-blood, before you can hope to win the prize you seek.

The *first*, and perhaps most common error is, that the right is always the expedient. This is an error at once serious and universal. Luther and Knox were of the same opinion, it is true, but they lived in a darkened age. Two or three years of modern student life would have made a revolution in their belief.

The *second* error is a species of which the first is the genus. It is, that honesty is always the best policy. Washington acted by it from his youth up, but our country was in its infancy then, and public opinion was more unsophisticated. To attempt the same line of conduct in our day would be suicidal.

The *third* error, that conscientious mothers often teach their children is, that substance will ultimately triumph over *sham*. Now, we do not deny that this may be so in the world to come, but, surely, no observing man will say that it is the case on this lower sphere. And, no young student should have the presumption to look beyond the present term of existence, or make calculations accordingly. Carlyle demonstrated, some time since, that the world in general lives on sham, and to this, College is no exception.

The *fourth* error is more specific in its bearing and application. It is, that faithfulness in the recitation-room merely, will command the respect and esteem of your fellows. In a country village or school-house, faithful scholarship will cover a multitude of sins, and parents and teachers will heap praises on the successful solver of a problem, though his presence in the school is a curse rather than a blessing. Not so in College. The popular scholar is more of a target than the unpopular dunce, for his misfortunes are more conspicuous by contrast.

The mere scholar may plod for many a weary month and gain no fame, no position, no social honors.

There are many other ideas of like nature of which we might treat, but we have here spoken of sufficient to suggest the remainder to each individual.

It being assumed then that favor here is the great end for which we are to strive, and to which everything is to be subordinate; and furthermore, it being supposed that these dangerous moral heresies just cited are summarily banished from your consideration so as never again

to intrude themselves upon your pathway, you are now ready to receive and to act upon those few simple rules or recipes for securing the object of your hearts desire.

And first of all, cultivate the social virtues. By these we mean those customs and practices that will make your society acceptable and congenial to the mass of College world. Students, like the world in general, are fond of amusement and entertaining conversation; not of a heavy or weighty character, usually, but rather jovial or trivial; the natural reaction from severe and intense brain labor. In fact, we think that students as a body, among themselves, talk more nonsense than young men of other pursuits of the same age and abilities. Recreation, unbending of some kind, their over-tasked minds demand; so in this way they take it. But perhaps the bosom of a staid, mathematical family nourished and reared you, where to say a thing was to mean it, where words represented ideas. Then you will make awkward work at first, as best you can. But never mind; you can soon learn by practice to don and doff the ass' skin at will. Jokes or "loads" may be crammed up in your own room in solitude, and fired off as the occasion demands. Be not surprised if they are called "*poor*;" that adjective is always thrust in the teeth of even the most brilliant puns.—Its use is often ironical. The society of a few young giggling girls just blooming into womanhood will perfect one rapidly in repartee, innuendo, blind hinting, and, in general, the art of talking brilliantly without saying anything. It is also well to attain a moderate skill, at least, in cards, billiards, and the like. The very mention of these games may shock, at first, your Puritanized ear, but once thoroughly learned, you will have no trouble whatever. Smoking and drinking may be ranked among the social virtues of College. Habitual intoxication, however, will degrade rather than elevate your character in public estimation. An occasional tight is a good card of introduction to a certain clique, who will like one therefor all the better, while the soberer class will smile pleasantly over the stories of your incipient hardness. The temperance pledge, signed in the district school-house to get some plums from a superannuated aunt, is no longer binding; you were in your baby frocks then; a free acting, but not free moral agent. As for smoking, no sensible young man of these days should enter College without having already learned the art. If not, begin at once. At first you will be sick, the taste of the plant will be disgusting. Persevere; begin with the medicated cigars, adapted for weak disciples, and in a surprisingly brief time you will be a man—gain new dignities, and be admitted into the Holy

of Holies of the social band. Your parents need never know of it. If they smell your clothes during vacation, tell them you are sorry your chum smokes.

Associate with popular men. This rule is of the utmost importance. The greatest caution is necessary at the outset of Freshmen year, lest one find himself, unawares, in the companionship of the branded Gentiles of his class. When one is so unwise or so unfortunate, he should beat a speedy retreat, cut loose from his associates, and merge gradually into the court of the chosen people. The ways of doing this are various and will readily suggest themselves—liberal traits, aristocratic boarding arrangements, first class societies, prominence at class meetings, and the like. If remittances from home are insufficient to meet these expenses, you can soon learn the popular art of “raising the wind.” Borrowing is one very convenient and, if you understand it, quite easy method of replenishing an empty purse. One meets with more ready and uniform success from the middling or plain appearing style of students. If you wish to avoid the trouble of lending to others, you must be sure never to have any on hand; and if you carry out the programme just laid down in reference to your intercourse with your boon companions, you will find no difficulty in making that your permanent financial *status*. The system of credit also is generally resorted to, and one old broken down merchant, here in the city, who has lost \$14,000 bad debts, can testify to the willingness of New Haven dealers to trust a good appearing and plausible student. The system of borrowing may likewise be extended to books, and, without losing your good name, provided your favors are widely and fairly distributed.

Again, cultivate all possible intellectual brilliancy. Without this, or indeed, without more than passable abilities, one can win universal favor, wear the pins of all the best secret societies, and be hailed and known as a great and jolly man. But, after all, readiness and fertility of genius help one greatly. To gain a reputation for intellectual power many will suppose that honesty and straightforwardness are all-sufficient. That may answer for a natural genius; the simply clever man has a perfect right to resort to sundry well-known tricks and artifices; thus cultivating shrewdness, tact and policy at once with his higher intellectual powers. Aim at a reputation for readiness and brilliancy in public debate. To acquire this, not practice alone is essential; earnest and careful study is indispensable. Of course, this must be disguised in your public performances, where you merely rise

"to occupy the time and say what occurs to you on the spur of the moment." Brevity of time in preparation is a great merit, as it is always the mark of genius. Think and read and compile on your prize essays and debates every moment you have, but let the idea be generally circulated, that you are careless and put them off till the last day. Furthermore, always show yourself to the best advantage. Imitate the policy of Seward, and speak only when the time and occasion present themselves. One successful effort on a prize debate will gain you more glory than a score of ordinary performances. But, as you value your reputation, never let it be known that you commenced your piece before vacation was over. Of course, you should begin to think and read incessantly upon the subject as soon as it is given out, but then, let us be thankful, the thoughts of the heart no man can read—unless we ourselves unlock the door. If conscience troubles you in any of your subterfuges, throw it by the board, it will be more of a clog than assistance to your happiness and success.

Once more, avoid adopting any reforms in time-honored customs. You will see many that are repugnant, at first, to your ideas of right and decency. You will be surprised that College can tolerate these, and perhaps you determine within yourself to use your influence in due time to modify and correct them. But, take care. Here is the rock on which so many have split—so many noble souls, who might have lived successful lives. Presume not on former popularity or influence or success. They will be scattered like leaves before a sudden storm of indignation, and leave you in a moment stripped of all your glories and honors, a bare trunk, a hissing and reproach to traitorous friends as they pass you by.

And why would you destroy these sacred customs if you could do so with impunity? The fact of their age itself is a sufficient proof that they are right and proper. The majority of your companions will be in favor of sustaining them, and majorities everywhere are always on the side of right.

As for religion or church membership, it is altogether more of a negative thing in College than a verdant theologue-expectant would possibly believe. If you ask advice, on the subject, we would say, better belong to the visible church. You will thus gain the esteem and confidence of your fellow-members, and lose none of your prestige with the outsiders. There is, generally speaking, no objection to any one having a free ticket to Paradise, provided he does not thrust it ever in sight or urge others to procure the same. More than that, there is a kind of Religious uniform in College, manufactured to order,

without the usual burdensome appendages of Church rites, social meetings or moral lives, that so much resembles that worn by the world at large that few can ever distinguish it.

Finally ; be select in your city acquaintances. It is a principle of human nature, that our opinions of others are exceedingly modified by the position or estimation they are held in by others. If your classmates see you sailing along, here and there, among the great, the high, and the beautiful of the city, they will unconsciously reverence you all the more, and wonder at your success in thus securing so gallant fleets to convoy. To do this, you may be compelled to desert many worthy and valuable friends who have no appearance or beauty or position to recommend them. But after all, of what value and worth are matter-of-fact qualities in a friend or companion ? They are merely heavy *specie*. What we want in this life is beauty and show ; the paper currency of character ; especially we need these in times of social panic and trial, and more than that, you know they will last forever.

Such are the only rules we have to offer to guide your way to favor and happiness. Think of them and act by them as you lie down, and as you rise up, as you walk by the way ; and slowly, but surely, the reward will be yours. The great and good of the College world will gladly court your companionship ; societies, secret and public, will open to you welcome arms ; Freshmen hero-worshippers will gaze upon you with reverence, and thank God they can walk in your shadow ; as you step forth into life, the favor gained here will make rough places smooth and crooked paths straight, and as you stand by the flowery grave (for even the popular man is mortal,) you will feel ready to be offered, ready to receive the crown of beauty given only to those who through politic and judicious subserviency have gained glory and honor and immortal *Favor*.

G. M. B.

Influence of the Faculty upon the Literary Culture of College.

IN the College publications of the past two years there have appeared, from time to time, certain earnest and thoughtful articles, directed at the low standard of literary culture and taste, which so unfortunately prevails among us. Their authors spoke much truth in

a strain of disappointment, and almost of sadness. It was natural and reasonable for them to expect to find in College, among hundreds of growing minds, an intellectual fellowship as well as a precious social life; companions with whom to tread the undiscovered world of thought, in walks such as Hall and Mackintosh enjoyed when Students together at Glasgow; "Attic nights," such as Curran spent in youth, and immortalized in maturer years by the eloquent tribute of a grateful heart. And when the rude experience of early College life had shattered this fair ideal, when the Student, eager for encouragement and sympathy, had found at every turn apathy instead of enthusiasm, and a frivolous and barren surface life instead of the deep communion of mind with mind, was it strange or unjust, that he should speak to his fellows words of sorrow and bitterness? I would not make too sweeping a charge, or be unreasonable in my claims upon the early stages of the College course. There is a warm heart and a strong brain at work among us, there is generous culture and refined taste, there are friendships which would fill the ideal of Jeremy Taylor, there are "happy meetings, reflections of the gods, where the innocent enjoyment of social mirth becomes expanded into the nobler warmth of social virtue, and the horizon of the board becomes enlarged into the horizon of man." Thus much is gladly and thankfully granted. But on the whole, the picture is not a bright one. It must be acknowledged that a great part of our so-called social life, is mere shallow conviviality, which pampers the body and starves the mind; that much power lies idle for want of the stimulus of sympathy and encouragement to exertion, and that much effort is blindly wasted through a devotion to low and improper ideals. And to crown all, College usage and tradition fortify the evil, and thus become themselves stumbling blocks in the path of improvement and progress. Could a stranger mingle among us without restraint and see us as we really are, call at our rooms, go with us to our clubs, catch the spirit of our daily walk and conversation, visit our neglected societies and misused libraries, ready would he be to say of it all, "weary, stale, flat and unprofitable."

But while I acknowledge the general justice of the conclusion, that the Student himself is responsible for this state of things, and has power to reform it, I would not make him a scape-goat for the faults of others. In a spirit of becoming respect for age and experience I would ask, are the Faculty of the College responsible in no degree for the falseness and poverty of our literary idea, and their effects upon the life and the mind of the Student? In the pages of this

magazine, which claims to give free expression to College sentiment; this question may, within certain limits, be appropriately discussed. It is not hastily put, and will not be thoughtlessly answered. The conclusions to which this article will arrive, have been slowly and carefully formed. They may be erroneous, but they are certainly honest.

Let us in the first place ask abstractly, what relation the College as a place of instruction should sustain to the literary culture of the Student. Is this branch of education properly embraced within the curriculum of regular study, or is it, like gymnastic exercise, something extraneous, which, according to individual taste, may be either pursued under favorable conditions, or let entirely alone? The College might point to the libraries and literary societies, and say, "these are open to you; there are your schools of Rhetoric, and the Art of Composition and Oratory; go and cultivate yourself!" Would such a plan of education be sound? Manifestly not.

The purpose of a Student in coming to College is not simply to acquire knowledge and well-disciplined mental habits. Power of expression, or in other words, a clear and forcible style, formed upon the best models and yet truly individual, is absolutely essential to our idea of a well furnished mind, and no theory of education can be complete which either ignores or slightsls it. A good style is only to be acquired through literary culture, and necessarily implies correct taste, and some acquaintance with the world of letters. These prerequisites a collegiate course should be framed to secure for the Student, by the reasonable use of all proper means. The attempt might and would fail in many cases, but the fault would not rest on the College.

That this is the proper theory of the relation of the College as an instructor to rhetorical study, and to the literary culture which is necessary to make that study vital and successful, is satisfactorily established by common sense, and attested by the examples of every educational institution in the country. The district school with its compositions and reading books, and the University with its elaborate system of reward for literary merit are identical in the principle of their plan. Nowhere is the truth of this general position more clearly acknowledged, *in theory*, than in Yale College itself. The time and attention given to Compositions and Disputes, and the important influence which they are made to have upon the standing of the Student, together with the thirty or forty prizes awarded every year, prove the importance attached to this branch of education by the

Faculty. The College catalogue is on the face of it a pledge to the coming scholar of wise and helpful instruction, of careful scrutiny, and sound advice, in this, as in every other department of study. It is a promise to him that his teachers will at least *try* to help him, as he struggles with ignorance and vicious habits of thought and expression; that they will at least make an earnest and intelligent *attempt* to become acquainted with his mind, to correct his faults, to direct his efforts, and to rouse his enthusiasm. What else can the catalogue mean that will not prove it a deceit, and the course of study a sham?

Now, how does College fulfill this implicit promise? How, under the tutorial system, (for I confine my attention mainly to the early part of the course,) does the practice correspond to the theory? The fact is, that though each class writes frequent compositions for a series of terms, and goes through a book upon Rhetoric, it receives almost no *instruction* in this art during its connection with College. Whatever improvement is made, is principally due to the unaided and undirected influence of natural growth and competition. In a vast majority of cases, the effect of the system is to disgust the Student, and confirm his bad habits. The failure of this course of study arises mainly from two causes. In the first place, the Student proceeds from the practice to the study of Rhetoric, whereas, he should begin with principles and then learn to apply them, or still better, should take up both theory and practice at the same time. In the second place, the teachers have, in general, neither time nor ability to do their duty.

Under the present system, the Student writes one composition every fortnight for a whole year, before he is introduced to a knowledge of the art, which he has all the while been blindly endeavoring to cultivate. It may be added, that the text-book now in use is formal at best, and, as commonly taught, utterly lifeless. By this unfortunate and illogical inversion of the natural order of study, much effort is wasted, and knowledge which would be really valuable if it could be directly applied, is rendered comparatively useless. But this fault, though an important one, might be remedied to a great degree, by a proper treatment of the composition exercises on the part of the teachers. Sympathy, criticism, and sound advice from the tutor's desk, or still better, in the tutor's room, would put a new face upon this part of the College course. As a matter of fact, the Student, in nine cases out of ten, passes through the whole four terms of practice in English Composition, without receiving one important personal suggestion from his teacher. During this time, his style and taste are

rapidly forming, eitherfor goodor for evil. It is a critical period. No wonder that a majority of the class vote Compositions a bore, and gradually lose all interest in them. No wonder that of those who still struggle on against all difficulties, so many go astray. No thanks to the College if in every case bad habits are not engendered and confirmed, and wrong principles of taste and canons of criticism adopted. The writer remembers very well that in his own case two or three verbal corrections, and several valuable hints on the subject of spelling constituted, as far as his teacher was concerned, the sum of a year's instruction in the art of Composition. And yet, the tutors should not be blamed so much as the system which employs them, and expects them with small knowledge and little time for preparation, to train a hundred minds in this mighty art.

The study and practice of Rhetoric should be the most interesting thing in the College course. Competently taught, it would, by stimulating the mind and refining the taste, form a welcome and delightful relief from severer occupations. It would elicit from all teachable Students an interest if not an enthusiasm, very foreign to our present experience. And how can we estimate its influence upon our outward and visible life? By the contemplation of the noblest forms of thought and expression the whole character of our culture, and through that, of our conversation and our reading, would be changed. A new and more correct literary standard would be adopted. We should lift our eyes to the serene lights which crown the upper sky, and learn to love their steadfast glory more than the fitful and fading splendors of to-day. Our idols of brass and iron would be cast down, and in their place would rise the grand severe proportions of those "sceptred sovereigns," who rule the empire of thought by the divine prerogative of immortal genius.

F. A.

The Death of Lyon.

By the side of their chargers a thousand are laid,
There is dew on each forehead—there is blood on each blade,
They are strewn on the prairie as leaves in the glade,
When a frost has passed over the mountain;
Their warfare is ended—no foe shall invade
Their peace by the Life-giving fountain.

Those ranks that so proudly were marshalled at morn,
 At eve thinned and broken—with banners all torn,
 O'er friend and o'er foeman, war-wearied and worn,
 File off from the field where they bled;
 While Victory herself, in her red robes forlorn,
 Looks pityingly down on the dead.

But where is their leader? Far over the plain,
 With foam on his bridle, with blood on his mane,
 A frightened war-charger, o'er heaps of the slain,
 With wide stretching nostril is speeding;
 Where the dead are piled thickest like harvested grain,
 His rider lies lifeless and bleeding.

He fought the fight bravely, and fell at its close
 As the sun sinks at evening more fair than it rose;
 'Mid the riot of battle, he found his repose
 On the cannon-ploughed field, dark and gory;
 And knew not the victor he was o'er his foes,
 'Till the glad angels crowned him in glory.

'Mid the tears of a nation they laid him to rest,
 With his plume on his coffin, his sword on his breast;
 For rightly divined they a soldier's request,
 Would be in his war-garb to slumber,
 'Till the Great Captain called him—and at the behest
 Of angels he joined their bright number.

His green mound is fashioned—O, sleeps he not well,
 Who in battle for FREEDOM so gloriously fell?
 For ages unnumbered in story shall tell
 How grandly he passed the dark river.
 Thy last field was glory's,—brave spirit farewell,
 Thy fame lives on ever and ever!

W. H. H. M.

Halleck's Poems.

NATIONAL poetry, as well as that of individuals, is possessed of marked characteristics. Whether the original cause of this be found in the climate, customs and tastes of the people, or determined by the spirit of some leading poet, or traced to the element predominating in their traditional songs and ballads, its effect upon the poetry of the land is as clear as its existence. There may be no one prominent feature distinguishing the national poetry from that of other lands, and

various may be the differences; the individual poets may be very diverse in the choice and handling of their themes; the precise distinction may not even readily be drawn; nevertheless, the character of one nation is often no more widely separate from that of another than is its poetry. Indeed, the finest exponent of national character is poetry. The strains of Boccacio and the idyls of the Arno indicate most truthfully and delicately the nature of that land, where,

"In gleaming streams the crystal rivers run,
The purple vintage clusters in the sun;"

while the rugged firmness of the Norsemen finds its best herald in their wild hymns and ballads. The mysterious, romantic cast which prevails throughout Germany is most admirably set forth in its song. In fact, their poetry demands more of thought than that of any other land: it is not regarded as the mere vehicle of the imagination. There is in it a seeming communion with the spirit-land, a contempt for the ordinary, conventional ideas and tastes, and an aspiration after an intercourse beyond what is common to humanity. Like their philosophy, it may degenerate into mere mysticism, it may be degraded to be the handmaid of that philosophy and the preacher of their rationalism, but its aim is most laudable, for, rising above the regions of mere delicacy of taste and fancy, it soars, attended by these, into the higher realms of thought, thus, at least, endeavoring to fulfill its real and proper purpose. England, of all the old-world countries, is, perhaps, least marked by national peculiarities in its poetry. A selection of themes more varied and extended is manifest; yet a spirit common to it, and all-pervading, is very apparent. An exquisite refinement of taste, a prevailing attachment to scenes of rural loveliness, tinged with a meditation, sometimes sinking into melancholy, most prominently mark English verse.

This individuality, however, apparently ceases with those lands where, through the lapse of time, poetry has long dwelt. The rule that national poesy be characterized as such, and be widely different from that of any other people, is most daringly set aside by that of our own land. There is nothing which shall mark our poetry with the stamp of individuality; there is nothing in it which can even lay claim thereto; but as fancy wills it, the Muse is wooed. American poetry is preëminently versatile. And through his graceful indication of this feature, allied with most exquisite and high poetical talent, Halleck is justly to be regarded as a representative American poet; an honor which, participated in, as it is, by Bryant, Longfellow, and Halleck, needs no commendation.

To enter into a criticism of his productions would be simple presumption : it will not, however, be inappropriate to bestow attention upon a few of the manifold beauties with which they are replete.

As a poet, Halleck stands in the front rank. His fancy is light, airy, and most exquisite in its more protracted flights ; his conceptions are original, and, chosen from all classes of subjects, are endowed with a vivacity as unusual as it is graceful. His style is eminently pure and unrestrained, yet as far from forced simplicity as from affectation. His perceptions of character are exceedingly truthful, and at times he evinces great power in his handling of them. Indeed, here must mainly depend the success of the poet. Without an accurate and appreciative estimate of the character of his subject, what lasting fame can he look for ? Without this, all graces of rhetoric and beauties of the imagination are vain ; this is his material, from which he is to bring forth his song. As well might the sculptor hope, without the marble, to produce the enduring statue, as the poet await a poem, without a due perception and appreciation of character ; for, unassisted by these, he cannot but fail to give character and permanence to his productions. It is in this most essential quality, that Halleck's superiority is clear. The outline in "Fanny," of the father, a newly-fledged rich man, aspiring to a social and political position, which he is not fitted to maintain, discloses the hand of a master. Allied to this, too, is that delicate, but galling sarcasm with which this effort teems ; a spirit which nothing but the most shrewd,—if the term may be allowed,—confident and truthful insight into the nature of men could have prompted. Indeed, if fault can be found in his poetry, it lies in the too frequent exercise of this spirit ; it detracts from that high flow of geniality and humanity which is the most manifest feature of the author's productions. It prompts him, moreover, to an undue dread of sentiment. With an almost English horror of affectation, come in whatever disguise it may, and associating prolonged sentimentality in verse with it, he seems occasionally to err in his exercise of the pathetic. In passages in which his pathos becomes most eloquent and touching, as if animated by a fear that affectation may detract from the charm and real spirit of the lines, he dashes away the pathetic, and closes the strain with some cutting satire or witticism, almost utterly nullifying the effect which their previous beauty and power have inspired. The verses in "Fanny" which have immortalized Weehawken, and which for poetic power and fine delineation of the loveliness of nature, scarcely find a parallel in the entire range of the poetry of the land, have their effect much lessened by the succeeding stanzas of the poem.

But while this feature has a tendency to an unfortunate and exaggerated use, it acts as the impulse to that geniality, which, like sunshine, illumines and beautifies his song. His sarcasm is severe, yet it falls only where it is eminently deserved; pungent satire indeed pervades his writings, yet is only hurled upon objects needing the wholesome cure; neither of these, to any great degree, distort his humanity. Continually it breaks forth in exquisite humor, giving indescribable charm to his pages. Not an indistinct, obscure vein, requiring search that it may be enjoyed, nor yet a broad, vulgar strain after wit; palpable, refined and perfect, it is, as it were, a never-ceasing fountain of joyous life.—Humanity, however, is not invariably the off-shoot, the indication of joy: sorrow and sadness are as much constituent elements of high purposes and their realization, as the contraries of these. Melancholy more often touches the soul than gladness; nor always fills the heavens with deep gloom, but rather dispels the clouds and discloses a purer and a holier light, than is ever allotted to joy. In this respect Halleck strongly resembles the poet Gray. Many of his lines, by their sweet melancholy, and contemplation, constantly recall the subdued spirit of the "Elegy." Particularly is this seen in that little poem "in memory of Burns;" a noble, grand testimonial to the first of Scottish Bards.—

"The memory of Burns—a name
That calls, when brimmed her festal cup,
A nation's glory and her shame,
In silent sadness up.
* * * * *

"Such graves as his are pilgrim's shrines,
Shrines to no code or creed confined—
The Delphian vales, the Palestines,
The Meccas of the mind."

Poetical power is well displayed throughout the entire length of this poem; while the generous admiration, unsullied by a single carping detraction, given by a poet to a brother-poet, together with the affectionate tenderness with which he lingers, in his contemplation of the noble character of his subject, and the eloquent eulogy with which he closes, form, truly, no slight tribute to the immortality of Robert Burns. There rises in the mind a spontaneous assurance that he must have been indeed a great poet, who, by the force of his genius, could have inspired verses like these, thrilling the soul with their eloquence.

Of the same nature is the lament upon the death of Rodman Drake; lines as enduring as poetry itself. In the expression of sadness, of

heartfelt grief, in all the branches of elegiac verse, Halleck has no superior. One is drawn into an almost equal sympathy with the afflicted one, and mourns with the mourners. We bewail the untimely death of the poet's friend ; unaffectedly we sympathize in his sorrow ; from the heart we unite with him :

"Green be the turf above thee,
Friend of my better days !
None knew thee but to love thee,
Nor named thee but to praise."

A similar strain of mournfulness casts its shadow over his "Alnwick Castle," that

"Home of the Percy's high-born race,
Home of their beautiful and brave,
Alike their birth and burial place,
Their cradle and their grave!"

This melancholy is but the natural result of meditation on the glories of the long-ago, contrasted with the dullness and intellectual apathy of this "age of bargaining." There is, moreover, a certain freshness about the poem, rendering it exceedingly attractive ; the spirit of the Past once more breathes, the clang of armor is heard, the genius of the place is felt.

"Gaze on the Abbey's ruined pile :
*Does not the succoring ivy, keeping
Her watch around it, seem to smile,
As o'er a loved one sleeping ?*
One solitary turret gray
Still tells, *in melancholy glory,*
The legend of the Cheviot day,
The Percy's proudest border story.
That day its roof was triumph's arch ;
Then rang, from aisle to pictured dome,
The light step of the soldier's march,
The music of the trump and drum ;
And babe, and sire, the old, the young,
And the monk's hymn, and minstrel's song,
And woman's pure kiss, sweet and long,
Welcomed her warrior home."

The fire and brilliancy of his genius is admirably fitted to the martial lyric, and those strains depicting heroism and courage, or some high, noble deed. "Marco Bozzaris" is a never-dying instance of the kind. There are few lyrics in the language which may compare with

it, for its poetic energy, animation and nobility of idea and expression, bordering upon the sublime. The apostrophe to Death, in the course of this poem, is magnificent: it displays the true conception of heroism, of the grandeur of the self-sacrifice animating the patriot's soul.

"But to the hero, when his sword
Has won the battle for the free,
Thy voice sounds like a prophet's word;
And in its hollow tones are heard
The thanks of millions yet to be.
* * * * *

"Bozzaris! with the storied brave,
Greece nurtured in her glory's time,
Rest thee—there is no prouder grave,
E'en in her own proud clime."

The versatility of American genius may, perchance, act as a grand obstacle to the speedy realization of a national galaxy of poets. It cannot but exert a restraining influence, and a strong leaning towards mediocrity, demanding, as it does, a higher, more expanded genius than is the lot of most men or poets. But he who surmounts these obstacles, these hindrances, and in defiance of their cramping tendency, reaches the height which our national character has set as the essential, unavoidable standard of our poetry, must merit the title of a great Poet. Such is, most assuredly, the position to which Halleck has attained. His poems bear the unmistakable impress of genius; they are poems, not for the mere recreation of the moment, but for the delight of a life-time: by their beauty and grace captivating the mind; by their elevated influence purifying and exalting it. Such as he deserve the highest praise. Benefactors of our race, they are among

"—— the few, the immortal names,
That were not born to die."

R. S.

Memorabilia Yalensis.

SABRE PRESENTATION.

THE class-fellowship and patriotism of Yale Students were equally displayed on Monday evening of Commencement week. It had been known for some little time previously, that a member of the then Junior Class, Mr. Stanwood, had received his appointment as 2d Lieutenant in the 2d Regiment of U. S. Cavalry. Desirous of testifying at once their personal regard for this gentleman as a friend, and their sympathy with him as a loyal supporter of the country's flag, a large circle of his classmates united to present him a handsome sabre with the name of the recipient engraved upon its hilt. The act of presentation was informal and Student-like. At about 7 o'clock, when the majority of the Class had become seated in a ring fronting North Middle, and had shouted the "Star Spangled Banner" to their hearts content, Mr. Ripley stepped into the open circle and in a neat and appropriate speech delivered the sword to Mr. Stanwood, who seemed thunder-struck by the singular relation into which he had inadvertently strayed. He, however, made a warm-hearted and manly response, assuring the Class of his determination to strike at least one blow for each Classmate in the cause of the Union. The scene was then enlivened by nine rousing cheers, followed by a collective rush of all parties to inspect the sabre. As he goes forth to uphold a noble cause, we are confident the sympathies and blessing of every Yalensian attend him.

'63 GLEE CLUB.

The second concert of what we are now proud to style the Yale Glee Club, was a delightful feature of Commencement Week. It occurred on Tuesday evening. While the audience assembled in the ample hall was even more brilliant and appreciative than former ones upon similar occasions, the music furnished by the Club was certainly not calculated to disappoint its expectations and tastes. "Up! Dee" and "Call John" in particular met with deserved favor, and the admirable execution of "Springfield Mountain" was rewarded with hearty and universal applause. If we were to presume to criticise anything in the performance, it would be that a lack of enthusiasm seemed to exhibit itself in the manner of rendering some of the more distinctive Student songs. With this single exception, the singing was at once worthy of the enterprise and talent of the gentlemen composing the Club, and calculated to improve the standard and quicken the heartiness of College melody. We learn that this concert was only the first of a series subsequently given at various intermediate towns by the company, as they traveled towards the White Mountains, and are not at all surprised to hear that a tour so auspiciously begun should have progressed as flattering and ended as successfully as their capital chorus singing at the outset entitled them to anticipate. We hope that the College world will enjoy many rare treats from the Club in the coming year.

BACCALAUREATE.

The sermon customarily addressed to the retiring class, was written by Prof. Fisher on the text, "Quit you like men—be strong," and delivered in the College Chapel on Sunday the 21st inst.

His subject in general, was "manliness in educated men." In the old spot where the Class had gathered so often before, they were now seated for the last time to listen to the parting counsels of their friend and Pastor. The preacher did full justice to the place and occasion. In a chaste and opulent style he unfolded the duties of Christian men in a crisis like the present, evincing through his whole discourse a spirit of fervent piety and a sense of rare responsibility. The earnestness, sympathy, and manhood that marked his words, will leave no transient impression on the student-heart. It was eminently fitting that the exercises of the week should be inaugurated by a sermon which went far, by its fervent piety and practical suggestions, to give them a right impulse and direction.

PHI BETA KAPPA.

This flourishing fraternity held their stated general meeting at 8 o'clock on the morning of Wednesday. The enthusiasm of some of its older sons was calculated to inspire in all more recent members, feelings of profound respect for the dignity and value of the organization. At 11 o'clock, after the adjournment of the Alumni meeting, the poem before Φ . B. K. was recited at North Church, in sequel to the oration which was pronounced by Pres. Sturtevant. The election of officers had previously resulted as follows;

HON. DAVID L. SEYMOUR, *President*, PROF. HUBERT A. NEWTON, *Treasurer*,
PROF. A. C. TWINING, *Vice President*, GROSVENOR STARR, *Assistant Treasurer*,
PROF. B. SILLIMAN, JR., *Correspon. Sec.*, JOHN P. TAYLOR, *Recording Secretary*.

FOR THE COMMENCEMENT OF '62.

PRES. CORNELIUS C. FELTON, *Orator*, CHARLES TRACY ESQ., *Substitute*,
REV. CHARLES HELME, *Poet*.

ALUMNI MEETING.

At 9 of the same day, Professor Porter, having called the meeting to order, nominated as President, Mr John A. Davenport, of New Haven. That gentleman at once took the chair, and prayer was offered by Rev. Dr. Atwater, of Princeton. Professor Dwight, as the successor of the late Professor Gibbs, being called to the platform, in a brief but felicitous speech eulogized the scholarship and piety of his revered predecessor. He ended by calling upon William M. Evarts Esq., who eloquently responded at some length, vindicating the national government from unjust aspersions and espousing the cause of Liberty and Constitutional Laws. Dr. Jonathan Knight gave a brief history of the Scientific School and of the munificence of its endower, Mr. Sheffield, after which Pelatiah Perit, Esq., a prominent Alumnus, proposed a resolution by which the school should henceforth be styled the Sheffield Scientific School of Yale College. In behalf of the Class of 1811, Prof. Emerson made a few spirited remarks, and for the Class of 1825, Hon. David L. Seymour performed the same duty with great commendableness and patriotic weight. Many of the allusions were quite military in their tone, a fact which the suspension of the coat of arms for each state around the ceiling might have accounted, were the broader *cause* at all obscure. The meeting, though attended more thinly than usual, was supported with keen ardor and unflagging interest as long as it continued.

[Oct.,

NEW PROFESSORS.

The following gentlemen were elected Professors of the Yale Divinity School, at the meeting of the Corporation on the same day. They were as follows;

Rev. JAMES M. HOPPIN, Professor of Pastoral Charge.

HENRY H. HADLEY, Professor of Hebrew.

Assistant Professor TIMOTHY DWIGHT, Professor of Sacred Literature.

Prof. GEORGE C. FISHER, late Livingston Professor of Divinity, Professor of Ecclesiastical History.

The Pastoral Charge has been endowed so as to yield an income of \$1,500 per annum.

COMMENCEMENT.

On Thursday, July 25th, the Class of '61 graduated, from the College. The programme of the exercises upon that occasion is subjoined.

FORENOON.

1. MUSIC: Overture, *Semiramide*.—ROSSINI.
2. PRAYER.
3. Salutatory Oration in Latin, by SIMEON EBEN BALDWIN, *New Haven*.
4. Oration, "Our Future," by WILLIAM HENRY HIGBEE, *Trenton, N. J.*
5. Dissertation, "Ancient Greece as related to Modern Civilization," by WILLIAM BARDWELL CLARK, *Granby, Mass.*
6. MUSIC, "Introduction" from "*Zampa*."—HEROLD.
7. Oration, "The Friendship of Fox and Burke," by HENRY REES DURFEE, *Palmyra, N. Y.*
8. Oration, "The Character of Shelley as shown in his Poetry," by JOHN BARNARD PHAEBE, *Philadelphia, Pa.*
9. Oration, "Civilization incompatible with Immorality," by GILBERT MILES STOCKING, *Waterbury.*
10. MUSIC, "*Lebenspuls*."—STRAUSS.
11. Dissertation, "Virtue in humble life as a source of interest in Fiction," by PAUL WEBSTER PARK,* *Norwich*.
12. Dissertation, "The position of Wordsworth among English Poets," by WINTHROP DUDLEY SHELDON, *New Haven*.
13. Oration, "The Huguenots as Representatives of the Protestant Faith," by GEORGE CLAP PERKINS, *Hartford.*
14. MUSIC, "*Athalia*."—MENDELSSOHN.
15. Dissertation, "The Acropolis of Athens," by THEODORE STEPHEN WYNKOOP, *Wilmington, Del.*
16. Oration, "John Milton in Italy," by JOSEPH LUCIEN SHIPLEY, *Londonderry, N. H.*
17. Oration, "Conversation," by WILLIAM COOK, *New York City.*
18. MUSIC, "*The Last Rose of Summer*."—IRISH MELODY.
19. Oration, "The Fallibility of unguided speculation," by DAVID JUDSON OSBURN, *New Haven.*

*Excused from Speaking.

20. Oration, "The Colleges of the Revolution," by FRANKLIN BOWDITCH DEXTER, *Fair Haven, Mass.*
21. Oration, "Intolerance," by NATHANIEL SCUYLER MOORE, *New Haven.*
22. MUSIC: Aria, "*Traviata.*"—VERDI.
23. Dissertation, "The Unknown," by PETER COLLIER, *Chittenango, N. Y.*
24. Dissertation, "An Analysis of Coleridge's 'Rime of the Ancient Mariner,'" by CLARENCE EDDY, *Waterford, N. Y.*
25. Philosophical Oration, "The Republican Citizen," by WALTER HANFORD, *New York City.*
26. MUSIC, "*Natchlager in Granada,*" Overture.—KRUTZER.

AFTERNOON.

1. MUSIC: Overture, "*William Tell.*"—ROSINI.
2. Philosophical Oration, "The Revolutionary Character of Ideas," by JAMES GARDNER CLARK, *Fayetteville, N. Y.*
3. Dissertation, "The Mythology of the North," by HUBERT SANFORD BROWN, *New Hartford.*
4. Oration, "Bacon as a Public Man," by EDWARD PHILLIPS PAYSON, *Fayetteville, N. Y.*
5. MUSIC, "*Osmannen.*"—LANNER.
6. Dissertation, "The Death of the Earl of Chatham," by GEORGE MAKEPEACE TOWLE, *Washington, D. C.*
7. Oration, "John Hampden," by JAMES NEVINS HYDE, *Cincinnati, O.*
8. Oration, "The Scholar as a Patriot," by HARVEY SHELDON KITCHEL, *Detroit, Mich.*
9. MUSIC, "*Sturm-galopp.*"—KELLER—BELA.
10. Dissertation, "The Founders of the Federal Constitution," by ALFRED HEMINGWAY, *Hopkinton, Mass.*
11. Dissertation, "The Birth of a Soul," by JOHN ALFRED DAVENPORT, *Annapolis, Md.*
12. Oration, "Italy," by GEORGE BUCKINGHAM BEECHER, *Zanesville, O.*
13. MUSIC, "*National Airs.*"
14. Oration, "The Subordination of the Individual to Law," by ANTHONY HIGGINS, *St. George's, Del.*
15. Oration, "Maud," by FRANCIS EDWARD KERNOCHEAN, *New York City.*
16. Oration, "Oliver Cromwell," by WILLIAM EDWARDS PARK, *Andover, Mass.*
17. MUSIC: Overture, "*Magic Flute.*"—MOZART.
18. Philosophical Oration, "Allegiance," by JAMES LANMAN HARMAR, *Philadelphia, Pa.*
19. Oration, "The Claims of the English Language," with the Valedictory Address, by TRACY PECK, Jr. *Bristol.*
20. MUSIC, "*Student Overture.*"—F. SCHNEIDER.
21. DEGREES CONFERRED.
22. PRAYER by the President.

SWORD PRESENTATION.

Hardly had their circle been broken by the enlistment of Mr. Stanwood, when the class of '62 were called upon at the beginning of the present term to bid fare-

well to another brave soldier. Mr. Starr having acceded, during the vacation, to the post of Adjutant of the Seventh Regiment, as on the point of separation from many cordial friends, was properly thought worthy of some testimony at the hands of the class to his genuine manliness and disinterested loyalty. An ordinary regulation sword seemed best adapted to this purpose, and was purchased accordingly. Directly after dinner, on Saturday the 14th inst., the Senior class formed again a wide circle, and seated on the grass before South College, mingled Student and patriotic airs till the presence of Mr. Starr gave the signal for quiet. The sword, with the name of Mr. Starr on the scabbard, was then presented to him by Mr. McVeagh in a brief address, to which a warm response was made. Then followed nine rousing cheers and many warm hand-clasps. The speeches both of presentation and acceptance evinced deep feeling and patriotism, relieving the gloom of parting from a dear friend by the assurance of his spirit of gallantry and the consciousness of his unswerving regard for honor and for truth.

With him, as with all classmates and Yalensians thus nobly battling in the cause of freedom, there goes a hearty God speed.

STATEMENT OF FACTS.

As the pressure of private duty in the case of one of the speakers urged forward the time of this anniversary from the 21st to the 13th of September, it was held on Wednesday afternoon instead of Saturday, as originally proposed. Through the kindness of the Faculty, Alumni Hall was opened as the *place* for the fictitious presentment of facts. Unfortunately however, the doors of that spacious building were not thrown back far enough to allow perfect freedom of ingress to the gathering Freshmen. In fact, if the truth must be told, there was a decided, an unquestionable "Rush." Unless the editorial perceptions have taken flight, we saw or are firmly convinced that we saw, flying caps, scattered studs, torn shirts, sleeveless coats, playful punches in ungrateful ribs, free fights between rival belligerents, Freshmen simplicity and pluck, Sophomore insolence and bullyism, some anger and more good nature promiscuously mingled in one seething struggling mass of humanity. As viewed from the security of an external stand-point, the scene seemed a beautiful and exhilarating one. Upon the whole, the Sophomores, who through the encounter seemed to be the grand object of hostility to upper classes as well as Freshmen, were slightly and elegantly rushed in both directions, first inside, then out again. We fear, however, the Faculty may not judge the pleasant scene with such lenient philosophy as the Board. The speaking within was more direct and practical than usual. Despite interruptions and disorder, the drift of the several orators' remarks impressed itself on the entire audience. In changing the system so as to include in the afternoon what previously both afternoon and evening were needed for, the Societies have taken a step in the right direction. Still there is more formalism than significance to the usage in its present condition.

The announcement that Linonia was victorious, although expected by all, lent a momentary glow to the waning life of the meeting, and stimulated the newly-entered members to form resolves of activity and earnestness worthy of all praise. Of course the grand Annual Jubilee, as President Ward called it, was a success. And so ended the campaign of '64, and we fear, with it the fitful enthusiasm and literary vigor of those who have been champions for Linonia and the Brothers in Unity. It is a crying shame that this should continue. Let us hope

that Seniors and Juniors, Sophomores and Freshmen will labor in unison to effect a change during the coming year. By regularity in attending each meeting, and active participation in the debates of their Societies, much may be done to give them a new impulse and interest. They may thus become as of old, schools for the culture of eloquence and the development of mind.

ORATORS FOR STATEMENT OF FACTS.

On behalf of the Brothers in Unity:

HENRY P. JOHNSTON, *President*,
SHERBURNE B. EATON, *of the Senior Class*,
JOSHUA T. BROOKS, *of the Junior Class*.

On behalf of Linonia:

JOHN A. WARD, *President*,
DANIEL H. CHAMBERLAIN, *of the Senior Class*,
CHARLES J. ARMS, *of the Junior Class*.

UNIVERSITY QUARTERLY ELECTION.

On Saturday afternoon, the 21st of September, the election of three new Editors from the class of '64, and the reindorsement of the old members of the Board belonging respectively to the classes of '62 and '63, awakened the Sophomoric mind to active political life. These gentlemen having deposited their ballots with great promptness, occupied the time that intervened before the closing of the polls, by electioneering Juniors and Seniors indiscriminately, and, not satisfied with obtruding the claims of different candidates for office upon those upper class men who chanced to be present at the polls, hunted them up in all directions, pledging them to the support of one nominee or another with an energy worthy of a higher cause. We learn that in the issue of the contest, Kappa Sigma Epsilon won the largest share of glory, and Delta Kappa what remained. It is to be hoped that both will cherish and exhibit a commendable sympathy for Gamma Nu, who, in her hour of fresh gloom and misery, assuredly needs it. At all events, we are well satisfied with the manner in which Yale is represented in the present Board of Editors for the Quarterly. They do honor to a magazine which from its earliest origin has steadily advanced in prosperity and worth. The "Lit." cordially recommends it to the reception and perusal of all Yale Students.

The Board of Editors of the University Quarterly is now composed of the following gentlemen.

- Class of '62.*—J. P. Blake, D. H. Chamberlain, E. B. Coe.
- " '63.—J. T. Brooks, L. T. Chamberlain, W. G. Sumner.
- " '64.—M. C. D. Borden, H. P. Boyden, G. S. Merriam.

ENLISTED.

The following gentlemen, members of the several classes, have enlisted in the federal army since the publication of the August Number of the "Lit."

- John C. Tyler, A. B., class of '61.
- Edward P. McKinney, A. B., class of '61.
- Henry M. Denniston, *in the Navy*, class of '62.
- William McClurg, "
- Frank Stanwood, "
- Grosvenor Starr "

E. Blakeslee,	class of '63.
W. Haskell,	"
W. P. Orth,	"
U. N. Parmelee,	"
C. H. Slosson,	"
A. G. Verplanck,	"

NAVY ELECTION.

At the annual election of the officers of the Yale Navy, held on Tuesday the 24th, the following gentlemen were chosen.

<i>Senior Class,</i>	Elisha S. Lyman,	<i>Commodore.</i>
<i>Junior Class,</i>	G. L. Curran,	<i>1st Fleet Captain.</i>
<i>Scientific School,</i>	C. R. King,	<i>2d Fleet Captain.</i>
<i>Sophomore Class,</i>	S. C. Pierson,	<i>Treasurer.</i>

NEW LIKENESSES OF COLLEGE INSTRUCTORS.

The College Library has just received busts of Professor Silliman, Senior, and Rev. Dr. Taylor, recently cut in marble by Mr. C. B. Ives, formerly of New Haven, and now resident at Rome. We also understand that Mr. Huntington, the celebrated painter in New York, has made an admirable likeness of Professor James D. Dana which is now in possession of his family, and that a likeness of Professor Silliman in pastille, considered by many the finest portrait of him yet taken, has been lately painted by Mr. Wilson, the same artist who some years ago executed a full length portrait of the venerable scholar for the ladies of New Orleans. Unfortunately the former painting of Professor Silliman has now incurred the resentment of the chivalry of that city and lies, we believe, beneath the waters of the Mississippi.

Editor's Table.

SINCE the Board last sat before the oaken table of the Editorial Sanctum, dreading to begin the labors its barren aspect invited, he has recruited his shattered energies and deepened his grave dignity by the quiet charms of the Summer vacation. Visions of irate printers clamoring for their pay have ceased for a time to molest his slumbers. For once the editorial dreams have revelled in bliss all unmarred by the imagined proximity of vicious devils, whose ferocious thirst for copy no human power can realize or satiate. Nor, during this period at least, has the spalling dread of student-delinquency in either literary or financial contributions to the "Lit." been suffered to weigh down his mind with gloomy forebodings and lingering regrets. The vacation of the Board has thus been a delightful respite from toil—a glee-crowned elysium of repose.

As we return again to the joys and duties of Yale, we rejoice to be able to welcome back so many familiar faces. In these times of National trial and public turbulence, it was to be expected that many would forsake the University for the stern struggle on the bloody battle-field. The loyalty of Yale could not help manifesting itself in the hour of the country's need, in gallant efforts to vindicate the National honor and uphold the National authority. The supremacy of the Federal government, the maintainance of constitutional liberty and law, the ultimate triumph of the principles of justice and truth, have always been too dear to the old College, to rest at this crisis in listlessness and apathy. So while we honor those that are far away fighting for freedom, we yet feel proud and happy that the opening year has brought back many of the friends that the past three years have gathered here. But some have gone out from these gray walls to come back nevermore as a college class. We are reminded by the strangers in the Chapel-seats, by the occupants of the Senior rooms, by the recitations of the week, and by a thousand similar circumstances that meet us on every hand, that '61 has bid us a last farewell. We shall feel their loss more when time has softened its strangeness and novelty. Then we shall miss the manliness, the fellowship, the student-congeniality of the class just gone from among us with a fuller appreciation of their worth. Now we can only say tenderly and sincerely, "God bless the class of '61."

We begin to realize the important fact that we are Seniors. So does the rest of college. The class of '64, in like manner, now wear the mantle of Sophomoric dignity. They are as much of a bugbear to the trembling Freshmen of to-day as the class before were to them, or the class of 1800 to that of 1801. So wags the world. Let us emulate, then, the careless ease—so finely embodied in the favorite song—"We'll be gay and happy still;" taking care that in so doing, we do not convert lawful pleasure into license, and recreation into laziness.

The relative merits of photographs and steel engravings have come to be the engrossing topic of discussion in the Senior Class. Various defenders of either style of likeness are to be found among us. Some, not satisfied to profit by the signal failures of other classes, who have had expensive engravings and poor portraits, persist in hoping for better success in their individual case, while others fluctuate between cartes de visite and imperial photographs. If the Board has learned anything by three years of College experience, as he naturally thinks he has, he has seen the inconvenience and disadvantage that always attend a want of uniformity in class pictures. He hopes, therefore, that the class may act together in the matter, so that the book of class-pictures, when completed, may be elegant in its uniformity if in no other respect. The superiority of the photograph as a faithful representation in past years at least, has been amply proved. Steel engravings have made unsatisfactory class-pictures, none the truer to nature because more showy and extravagant. We cordially hope that the class of '62 may improve upon preceding generations by procuring pictures that are at once more accurate likenesses and more stylish features of a modern class-book.

The advent of the class of '65 has brought with it a new era in poetry and oratory. A young man of that class, gifted as we understand, with rare native ability, enlivens his division on stated occasions by humorous counsel and exhortation. Standing on the stone steps of the Athenaeum the unhappy youth breaths poetic fancies into the ears of his rapt auditory, presenting a melancholy spectacle of the upward tendencies of young America. Yalensis civilization is assuredly advan-

cing, when Freshmen enter Yale as poets, and leave it doubtless as statesmen. We commend our juvenile aspirant to the kindly sympathies of his class.

The annual regatta, in which prizes are offered by the Senior class for the competition of the different boat clubs in College, is fixed to come off at an early date. We trust that it may be a success. Provided the clubs pursue a diligent system of training, and arouse the customary rivalry and enthusiasm of their members, it may be considered an assured fact that the race in question will prove a spirited and exciting one. It will afford a convincing proof, we imagine, that past defeats by Harvard have not cooled the ardor or impaired the skill of Yalensian boatmen.

The old system of electioneering, in the case of Linonia at least, worked admirably. Its resumption seemed to infuse, as its advocates predicted, new life into the campaign meetings, new activity in the prosecution of *drumming* in duties and new success in the acquisition of members from the incoming class. The interest of all classes seems to have gathered around both societies during the campaign, and to have evinced itself in the readiness with which Seniors, Juniors and Sophomores, alike volunteered to talk and to work. We hope that no future attempt will be made to uproot a system, which, with all its defects, is better than the wretched substitute of last year with its utter dullness and apathy.

The drama legitimate? seems to flourish in a New Haven atmosphere. Already the reappearance of a troupe somewhat notorious at Yale, has induced the vicious member of the Board, despite the warnings and remonstrances of co-partners, to pawn his watch and jewelry. We advise all verdant youths to beware of his engaging offers to relieve them temporarily of superfluous cash. His infatuation, it is needless to say, is unshared by his brother Editors, who can only deplore what their most vigorous efforts have been unable to prevent.

The music of College has culminated in the Class of '63. Not content to furnish the best Glee Club that has appeared for years in the history of Yale, and a large number of eminent "tooters," they have infused a wondrous charm into our monotonous existence here, by a highly original rendering of an old melody. From every quarter the harmonious ear of the Board has been greeted of late with the lyric

"There was an old woman with three sons,"

in which the dulcet soprano of the last word but one, is only equalled by the energy and enthusiasm with which it is warbled forth. The blended sweetness and compass of that single harmony is inimitable. "The force of music can no farther go."

One word in sober earnest, before we end these rambling absurdities. The "Lit." appeals to every student for his support and countenance. It is designed to be the organ of no clique, of no class, but claims the contributions of all College. If you will only write, and write well, we will cheerfully publish all you have to say. The present Board are anxious to enlarge the circle of writers for its columns. Whatever is sent us shall be judged impartially, and if deserving, occupy a place in the "Lit." Especial pains will be taken to ensure fullness and accuracy in the Memorabilia. Let each man, who can afford it, come forward and subscribe at the beginning of the year. Do not impose upon the Editors the burden of writing for College, and then paying for the privilege. And remember that money is not all that is needed to support a magazine like this. Sympathy

and coöperation are no less essential to its prosperity. We invite all of you then to pay promptly, write carefully, and sustain nobly the magazine which for a quarter of a century has lived at Yale, and which the Editors pledge themselves, shall not die so long as they are connected with its management.

EXCHANGES.

Harpers' Magazine, and the Atlantic for September, have come to hand, with a table of contents of rare interest and value to the lover of periodical literature. The Harvard Magazine, in a new dress, and in almost a new identity, has just arrived. We congratulate its Editors on its improved aspect since the previous issue. Its articles, so far as we have pursued them, are of a high tone in style and thought. The critiques on "Tom Brown" and "Great Expectations," are scholarly and discriminating. The Williams Quarterly is always welcome, and more so than ever at the present time. The piece on "College Poetry," seems to us, exceedingly just and well-timed. The whole tenor of the magazine is manly and earnest, and well entitles it to the rank it now holds among College periodicals. The Adelphi Quarterly of Knox College is also before us, but in consequence of the lateness of its arrival, has received but a superficial glance. It seemed readable and entertaining as of old. The Nassau Literary finishes our list. A characteristic sketch of the distinctive elements of the Freshman State, meets our cordial approbation and praise. The success of the "Literary" in financial matters, likewise calls for our warmest congratulations.

To Contributors. "A Dream at Sea" is respectfully declined.

Necrology.

Class	Name and Age.	Place and	Time of Death.
1790	Solomon Stoddard, 89,	Northampton, Mass.	Oct. 16, 1860.
1793	Perlee Brush, 90,	Warren, O.	Aug. 4, 1860.
"	Joseph Russel, 85,	Ellington, Conn.	Jan. 8, 1861.
1799	Henry Meigs, 78,	New York City,	May 20, 1861.
1800	Giles C. Kellogg, 79,	Hadley, Mass.	June 19, 1861.
1802	Ralph I. Bush, 80,	New York City.	Aug. 4, 1860.
"	Levi Collins, 82,	Belvidere, Ill.	Dec. 11, 1860.
"	Sheldon C. Leavitt, 75,	Fort Wayne, Ind.	Nov. 4, 1860.
"	Charles H. Pond, 80,	Milford, Conn.	April 28, 1861.
1803	William Belden, 79,	Brooklyn, N. Y.	March 20, 1861.
1804	Joab Brace, 80,	Pittsfield, Mass.	April 20, 1861.
"	Gerardus Clark, 74,	New Rochelle, N. Y.	Aug. 23, 1860.
"	Ezra Stiles Ely, 75,	Philadelphia, Pa.	June 17, 1861.
"	John M. Felder, 76,	South Carolina.	1859.
"	Abel McEwen, 80,	New London, Conn.	Sept. 7, 1860,
1805	Heman Humphrey, 82,	Pittsfield, Mass.	April 3, 1861.
"	Allen McLean, 79.	Simsbury, Conn.	March 19, 1861,
1806	Royal Robbins, 72,	Berlin, Conn.	March 26, 1861.
1808	William Hanford, 73,	Tallmadge, O.	May 31, 1861.
1809	Josiah W. Gibbs, 70,	New Haven, Conn.	March 26, 1861.

1813	James D. Johnson, 72,	Morristown, N. J.	Aug. 3, 1860.
1814	William L. Storrs, 66,	Hartford, Conn.	June 25, 1861.
1815	Thomas Gray, 66, " Woodbridge Strong, 66,	Norwich, Conn. Boston, Mass.	Aug. 29, 1860. March 31, 1861.
1816	Francis Parsons, 66, " Samuel S. Stebbins, 66,	Hartford, Conn. Sherburne, N. Y.	March 9, 1861. Sept. 5, 1860.
1817	Chauncey Bulkley, 62,	Philadelphia, Pa.	May 23, 1860.
1818	Orlando Canfield, 66,	Columbus, Miss.	July 14, 1860.
1820	Daniel VanMatre, 60,	Cincinnati, O.	Dec. 19, 1860.
1821	Alfred Terry, 58,	New Haven, Conn.	Dec. 15, 1860.
1822	John A. Rockwell, 57,	Washington City, D. C.	Feb. 10, 1861.
1823	Thorn S. Kingsland, 56,	Staten Island, N. Y.	1859.
1825	Chester Birge, 64,	Hudson, O.	May 2, 1861.
"	Joseph Ellsworth, 56,	East Windsor, Conn.	Aug. 25, 1860.
1826	Eliezer Crane, 53,	Cornwall, Conn.,	June 3, 1860.
1827	George E. Delevan, 56, " John Dickinson, 53,	Wyoming, Iowa. New London, Conn.	March 18, 1861. May 24, 1860.
"	Joseph H. Gallup, 52,	Norwich, Conn.	May 22, 1861.
"	Cortlandt VanRensselaer, 62,	Burlington, Vt.	July 25, 1860.
1828	Orson Cowles, 60,	North Haven, Conn.	Dec. 33, 1860.
1829	Charles W. Rogers, 52,	Savannah, Ga.	May 9, 1861.
1830	William B. Weed, 49,	Norwalk, Conn.	Dec. 13, 1860.
1833	Samuel C. Kerr, 48,	Princeton, N. J.	June 4, 1861.
1834	John Murdoch, 47, " Wm. H. Washington, 46,	Rodney, Miss. North Carolina,	Jan. 11, 1861. Aug. 12, 1860.
1835	Hugh Walsh, 43,	New York City,	Dec. 1, 1859.
1842	Frederick D. Beeman, 39,	Litchfield, Conn.	Aug. 4, 1860.
1843	William Burroughs, 38, " Lucius F. Robinson, 37,	Germantown, Pa. Hartford, Conn.	March 24, 1861. March 11, 1861.
1847	Wm. H. Gilman, 34, " Matthew G. Wing, 34,	Exeter, N. H. Santa Fe, New Mexico,	June 3, 1860. July 5, 1860.
1848	Theodore Winthrop, 32,	Great Bethel, Va.	June 10, 1861.
1849	Nathan S. Starr, 31, " Silas Wodell, 35,	Union, N. J. Poughkeepsie, N. Y.	May 24, 1861. Feb. 19, 1861.
1851	William J. Maltby, 29,	Madrid, Spain.	Dec. 31, 1860.
1857	Henry P. McCoy, 30.	Franklin, N. Y.	July 25, 1860.
1859	Edward C. Sheffield, 22,	Philadelphia, Pa.	March 18, 1861.

Total number, 57
 Average age, 60½ years.

The four oldest surviving graduates are now,

Class of 1787 JOSHUA DEWEY, aged 94; of Brooklyn, N. Y.
 " 1788 DANIEL WALDO, aged 98; of Syracuse, N. Y.
 " 1792 WILLIAM BOTSFORD, aged 88; of Westmoreland Co., New Brunswick.

" 1793 DAVID SHERMAN BOARDMAN, aged 93; of New Milford, Conn.

Of the graduates *ad eundem* and *honorary*, the oldest survivor is,

1792 JOSIAH QUINCY, who graduated at Harvard in 1790, and is the oldest living graduate of that University.

The number of the regular graduates (A. B.) of the College to the year 1860 inclusive, is 6920, of whom 3600 are dead.

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